
Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: NURS 475 **or Degree Plan(s):** BSN

Rationale: In response to accreditation and regulation (CCNE and Texas Board of Nursing) changes in expectations, the BSN Program is undergoing a complete revision beginning with Program outcomes. The previous outcomes (Program and Course) were re-written to provide better clarity and transparency. All courses will undergo revisions in outcomes and course descriptions to align with the Program Outcomes. Additionally, over time, some course content migration has occurred so the BSN Program desires to better capture both expectations and actual content delivery with the updates. The actual content in the courses will not change.

Description (previous): Clinical Skills IV: Advanced Nursing facilitates student competencies needed to apply the evidence-based leadership/management skills, and nursing process for safety and quality care in high acuity simulation and complex care settings.

Description (new): This course prepares students to deliver holistic, evidence-based care to individuals, families, and communities with complex health conditions. Students apply independent clinical reasoning, collaborate with interprofessional teams, utilize healthcare technologies, and develop professional accountability to ensure safe, equitable, and high-quality outcomes. A variety of clinical and simulation experiences will be used.

Student learning outcomes (previous):

1. As an advanced beginner, apply and evaluate clinical reasoning, and evidence-based nursing competencies to holistically address and prioritize multiple simple to complex patient preferences, values, and needs.
2. As an advanced beginner, collaborate with patients and the interdisciplinary health care team with effective communication skills and shared decision making for the achievement of the highest potential and safe patient health outcomes.
3. As an advanced beginner demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies, implementing and evaluating the delegation of patient care to others, and the efficient use and allocation of health care resources.
4. As an advanced beginner, apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of multiple patients to ensure safety and quality, the application of evidence-based leadership and management best practices, and the management of confidential information technology for seamless care and transition in complex health care systems.
5. As an advanced beginner, integrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. As an advanced beginner, promotes the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety, and quality care improvement, legal and patient advocacy, and participation in professional student nursing organizations.

7. As an advanced beginner, engage in self-care and reflection to prepare for clinical demands, envision growth to professional competence, and understand the need to participate in lifelong career and professional development.

Student learning outcomes (new):

1. Apply independent clinical reasoning and evidence-based nursing practice to holistically deliver patient-centered care to diverse individuals, families, and communities experiencing complex medical-surgical problems.
2. Engage with patients and interprofessional collaborative partners to deliver care in advanced medical-surgical settings.
3. Assume accountability for the delivery of nursing care in accordance with best practices and professional and regulatory standards in the advanced medical-surgical setting.
4. Utilize complex healthcare systems technology to coordinate resources in providing safe, quality, and equitable care to diverse populations as it relates to the advanced medical-surgical setting.
5. Illustrate professional values in clinical practice reflective of servant leadership grounded in Christian principles in the advanced medical-surgical setting.
6. Analyze evidence-based practices to determine how they contribute to safe, quality care and improved outcomes.
7. Illustrate self-care and reflective practices to manage the demands of clinical practice, envisioning professional growth, and the commitment to lifelong learning.

	Campus-Level Academic Review ¹	✓	—	✗	?	U	O
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Rebekah Mullins R.W. PhD Department/School(s) 11/18/2025

 Chair Signature Date
Theresa Naldoza (Nov 18, 2025 09:31:37 CST) 11/18/2025

Chair/Program Director Signature Date

College Academic Council(s)

Heila Jones 11/24/2025

Chair Signature Date

Chair Signature Date

Dean(s)

 11/25/2025

Signature Date

Signature Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

Provost

Signature Date

University General Education Council

Signature Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date
